Functions:

Transition Activities

- Required if the purpose is transitional IEP
- Collects description, by whom, date of completion and alignment to post-secondary goal

Special Education Services

- Collects description, initiation, frequency, length, duration, location

Related Services

Accommodations

- ISTEP decision pushed forward and option for additional accommodations for classroom purposes

Transportation Services

Health care

- Will include a link to the Health Plan
- Notes if student has an emergency evacuation plan

Assistive Technology

- Prompts for consideration of needing accessible materials and provides a link to NIMUS
- Prompts for AT in general

Extended School Year (ESY)

- Provides prompt to three key questions
- Prompts to add service(s) if necessary

Technical Assistance

- Support to personnel
- Program modifications

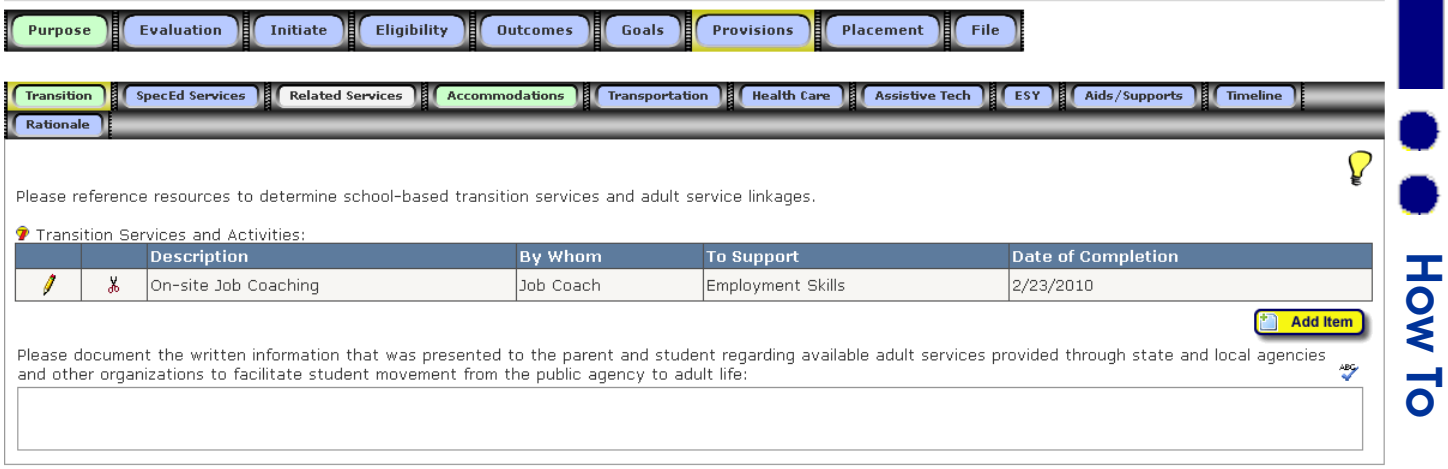
Timeline

Rationale

Article 7 functions:

7-43-4(h)(4)	7-32-104
7-42-6(f)(4)	7-32-30
7-32-34	7-32-60
7-43-1	7-36-8
7-43-1(v)	7-43-1(t)
7-36-7(k)	7-32-7
7-32-8	7-40-8(b)
7-36-10(f)	7-36-4
7-42-6(c)(2)	7-35-3
7-42-6(f)(4)	7-42-7(b)

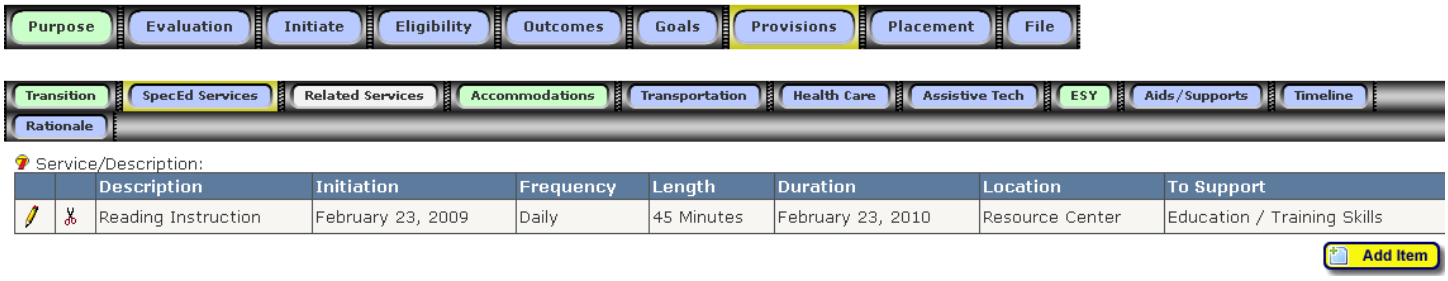
Provisions



How To

The provisions tab organizes all of the supports, aids, and services that will be provided to the student based on all of the information reviewed and decisions made in the IEP. The first tab, "Transition", will only appear in a transition IEP. By clicking on the "Add item" button, additional services can be added to the table. Notice that each transition service that is added is mapped to support one or more post-secondary goal.

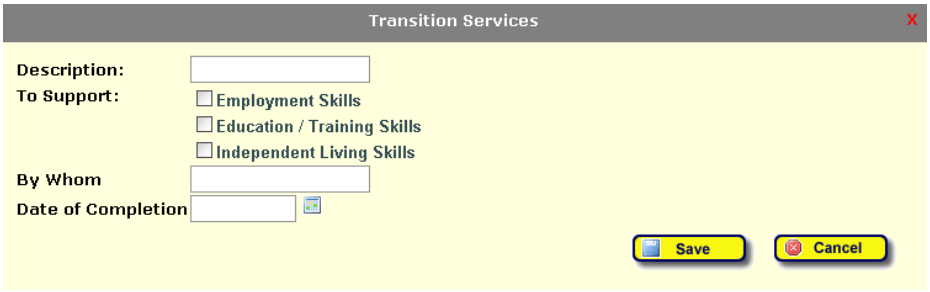
Space is provided to document information provided to parents regarding available post-school services and agencies that may aid the student in transition to adult life.



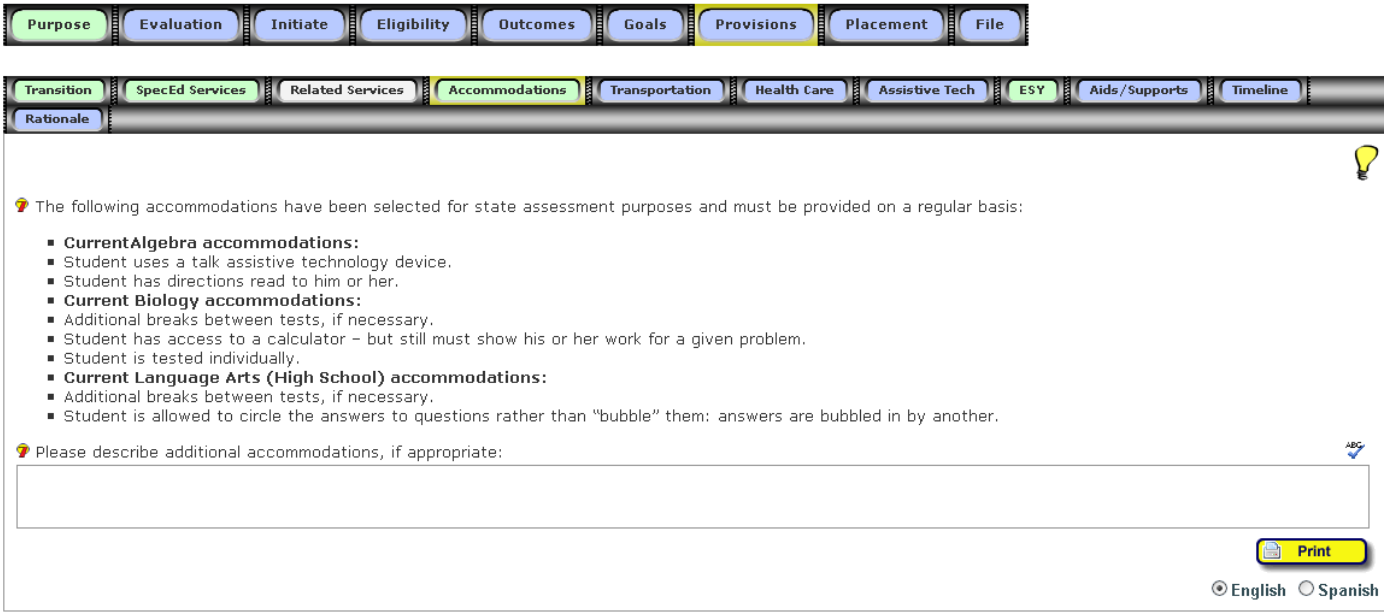
Only available for Early Childhood students, the Service Initiation Date should be set to the earliest date when the services will begin. This data field will be used to verify the delivery of services, not just the existence of an IEP, to meet compliance expectations.

The second tab under provisions serves to organize the special education services that will be provided to the student. Related services are added under the third tab in the same way.

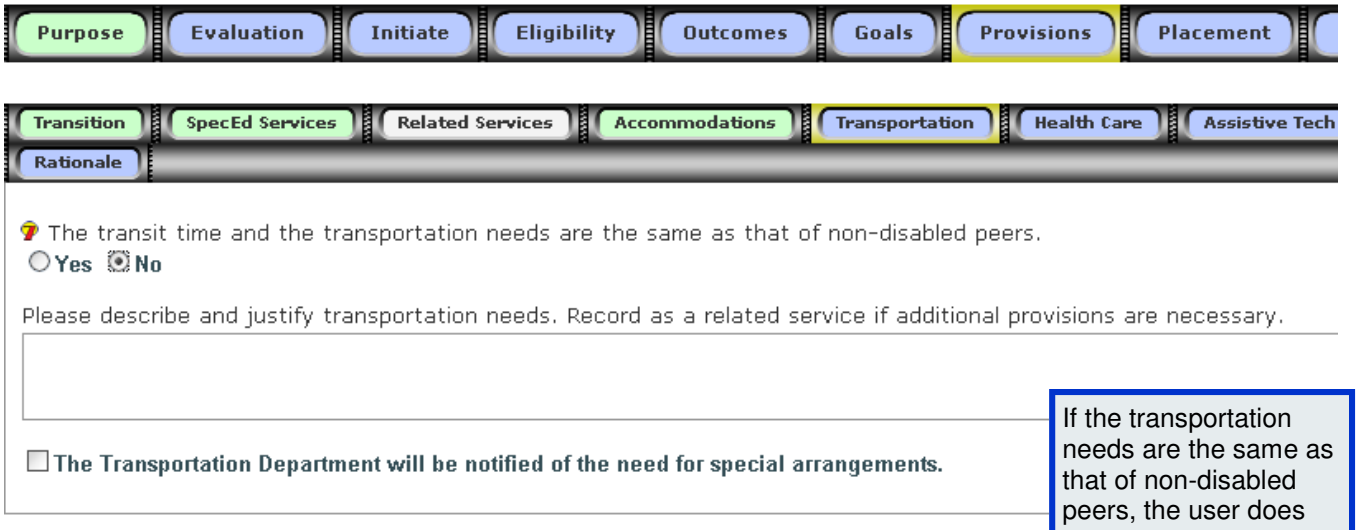
The Add/Edit Services pop-up is used to capture the information that is used to build the services tables.



Provisions



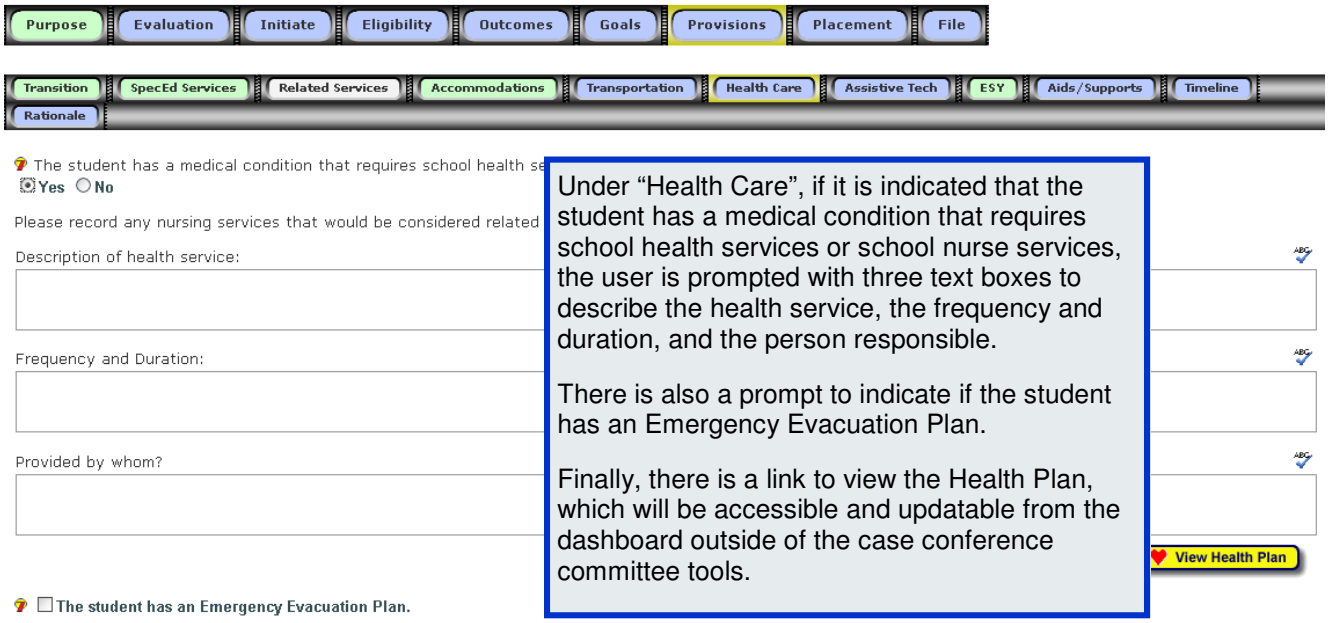
If accommodations were selected for participation in ISTEP+ or End of Course Assessment testing, these accommodations will populate this section of the accommodations page. These cannot be changed from this page because accommodations provided in state testing must be provided on a regular basis. Additional accommodations for use in the classroom can be added here. Classroom accommodations are not limited to those permitted for state testing. A report containing all of the accommodations for a given student may also be produced from this page.



If the transportation needs are the same as that of non-disabled peers, the user does not need to enter any additional information.

However, if there are transportation needs, a text box prompts an explanation.

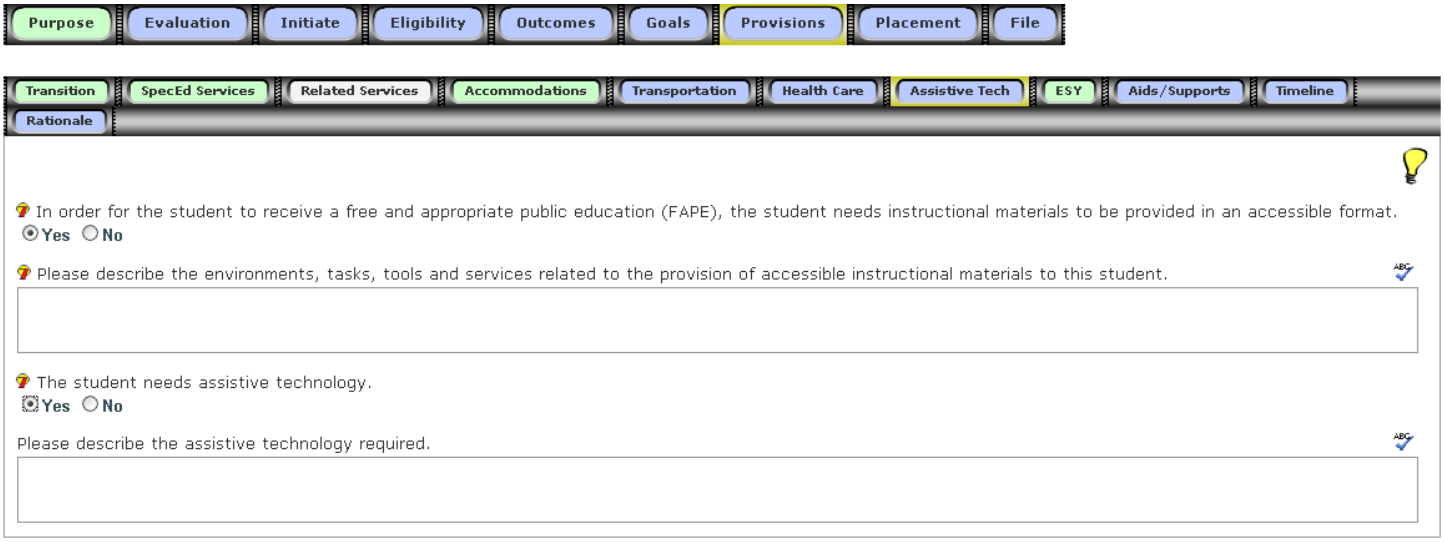
Provisions



Under "Health Care", if it is indicated that the student has a medical condition that requires school health services or school nurse services, the user is prompted with three text boxes to describe the health service, the frequency and duration, and the person responsible.

There is also a prompt to indicate if the student has an Emergency Evacuation Plan.

Finally, there is a link to view the Health Plan, which will be accessible and updatable from the dashboard outside of the case conference committee tools.



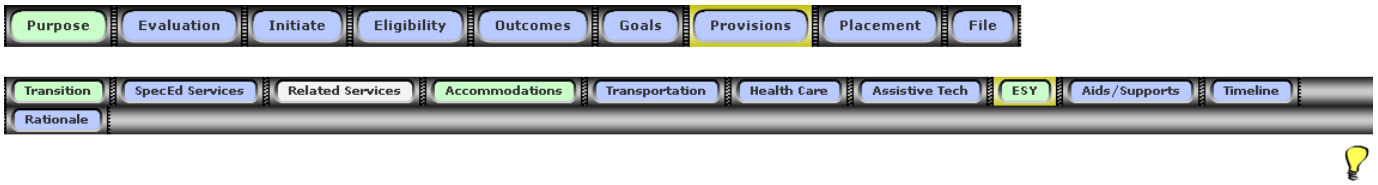
The Assistive Technology page has two questions. If either of the questions are answered "Yes", then text boxes prompts further descriptions.

This page will include links developed to support the work of the PATINS Project. The first question relates to a link to the entry form and information related to NIMAS materials and the (Indiana Center for Accessible Materials (ICAM) system.

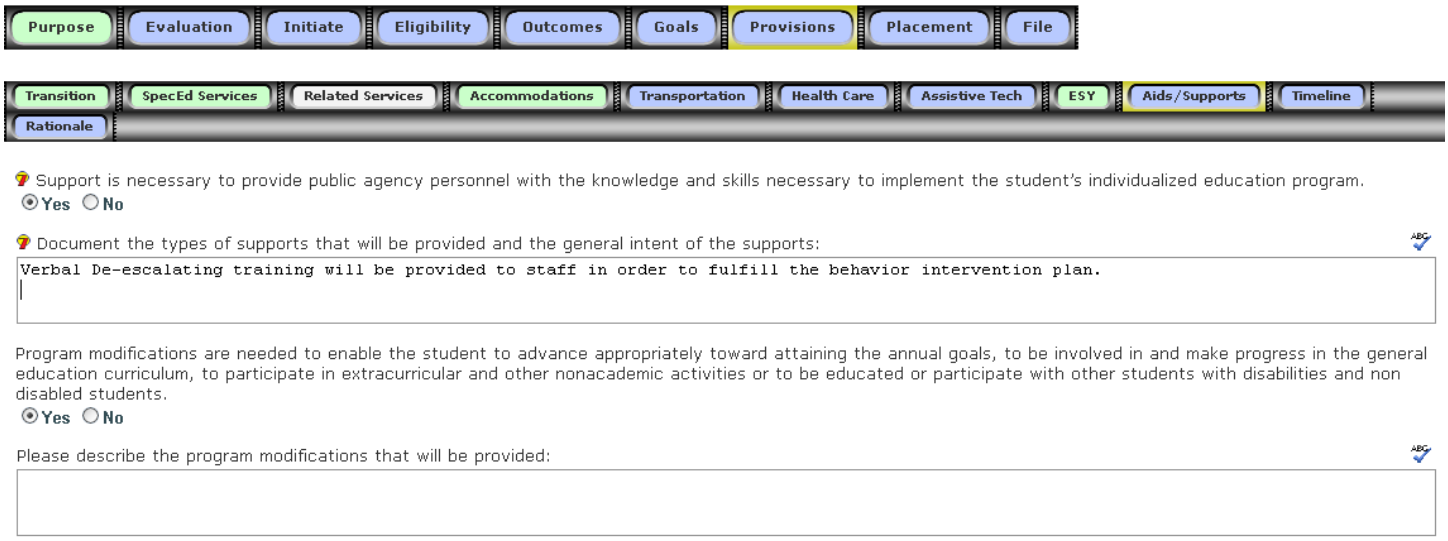
Also provided is a link to a decision tree recommended by the PATINS Project to support determinations related to assistive technology.

If the assistive technology needs require the provision of additional special education services or related services, the user can review what has been added and add more if needed.

Provisions

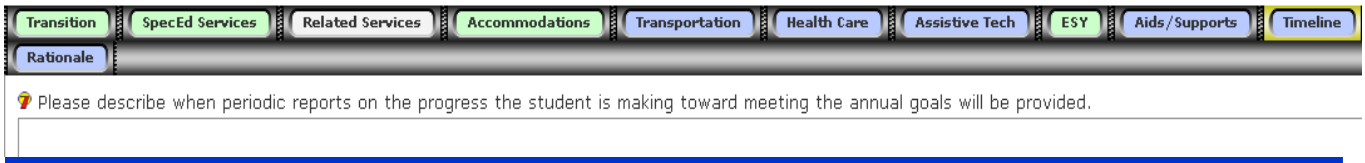


For the Extended School Year decision, three questions from the technical guidance document are presented. Answering "Yes" to any of the questions results in a prompt asking if this indicates the provision of additional special education services or related services. The user can return to special ed or related services to add any Extended School Year services.



Two questions from Article 7 prompt the case conference committee to consider what support is needed for the personnel and what program modifications are needed. If it is indicated that there are needs in either of these areas, the user is prompted to document the supports and modifications that will be provided.

Another tab provides a text box to record when the periodic reports on the student's progress toward goals will be provided.



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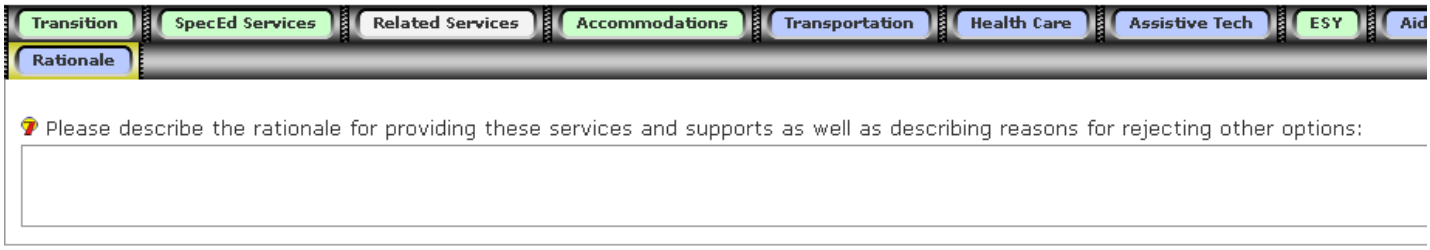

The last action on the provisions tab collects the rationale for providing the services and supports that are articulated in the IEP. The content of this text box will print in the written consent notice.

Billing Medicaid for Health-Related Services

I hereby authorize the public agency to verify my child's eligibility for Medicaid. I also authorize the public agency to bill Medicaid for covered health services articulated in the Individualized Education Program (IEP) as provided to my child.

I understand that the funds received from Medicaid help pay the cost to provide special education and related services. Informed parental consent to bill Medicaid must be obtained at least annually and the public agency must again obtain parental consent any time the Individualized Education Program is revised to require additional services or increased frequency of services.

Additionally, I understand that my child's right to receive the services listed in the IEP will continue, without interruption and at no cost to me, whether or not I authorize Medicaid billing. Giving consent will not impact my child's Medicaid coverage. I understand that I may revoke this consent in writing at any time, but that the revocation will have no effect on the provision of information or Medicaid billing that has occurred prior to the date the written revocation is received by the public agency. Upon request, I may receive copies of records disclosed pursuant to this authorization.

In the case of a revised IEP, another statement will appear which asks if services have been added or extended. If the answer is yes, then a Medicaid consent will be prompted.

Methodology

Q: How do we document "the statement of special education and related services base on peer reviewed research" without describing the methodology, which is not a required component in the IEP ?

A: Neither IDEA nor NCLB dictate specific methodologies. Case law consistently favors a defensible eclectic approach based on FAPE considerations as the most acceptable approach to articulating services.

Exclusively identifying a published set of materials or procedures to be used is beyond the scope of what is required in an IEP and unnecessarily restricts instructional flexibility in responding to student progress data. However, if methodology is interpreted to mean the rationale to support the selection of the services that will be provided, then this is a component of the written notice.

The intention of this statement in regulation is to encourage the consideration of research when identifying the services that will be provided to the student. School personnel should be able to articulate a reason to believe that these services will improve student outcomes.

An example of this distinction would be the identification of "individualized reading instruction" as a service without identifying The ACME Reading Kit as the methodology. The rationale could address the anticipated effectiveness of supporting student achievement through focused, individually-tailored instruction in the five pillars of reading, which is the nature of ACME methodology.

The important question is whether an IEP has been reasonably calculated to provide meaningful benefit to the student, 20 U.S.C. 1415(f)(3)(E). To the extent possible, select services that are supported by knowledge of probable educational outcomes.

Q: What is the difference between special education services and differentiated instruction.

A: According to a federal court decision (47 IDELR65), these two terms do not define the same thing. Special education is legally defined as "specially designed instruction". It is a means of addressing the needs of an eligible student. Differentiated instruction is a strategy used to address different learning styles within general education setting for students who are not eligible.

The key distinction is that special education is designed to systematically address a disability while differentiated instruction is afforded to assist any student in a classroom.

Accommodations

Q: What is the difference between an accommodation and a support service?

A: The term "accommodation" is typically associated with testing arrangements determined necessary in order to improve the validity of outcome data. This includes classroom assessments and State assessments. It is defined in the ISTEP+ Testing Accommodations Guidance as "a change in testing materials or procedures that enables a student to participate in assessment in a way that measures abilities rather than disabilities."

According to comments in the federal register, specifically 72 FR 17770, IEP teams can be encouraged to use accommodation guidelines "to determine the instructional supports to be provided in the classroom. Such instructional supports are generally referred to as supplementary aids and services."

Accommodations

Q: Why has the testing decision been moved to come before the provisions?

A: In a document entitled "State Testing Accommodations: A look at their value and validity" distributed by the National Center for Learning Disabilities, the effects of the pressures of accountability on classroom practices is examined. The point is made that teachers may feel forced to make decisions that limit classroom accommodations to only those approved for state testing. This could have a negative impact on a student who needs particular accommodations in order to access the curriculum, particularly in cases where the needed accommodation has not been officially accepted for State tests. In previous versions of IEP tools, the technology actually exacerbated this problem by providing the state approved accommodations as a checklist when considering classroom accommodations related to goal achievement.

The State testing manual does require that accommodations given during the state test be those that are routinely given in classroom practice. Therefore, it makes sense that:

1. The accommodations needed to participate in the State assessment are determined first.
2. These accommodations automatically appear as being required for routine instruction.
3. Then the case conference committee is free to add any accommodations that are determined to be helpful to the student's educational program.

ESY

Q: Where are Extended School Year services recorded in ISTART7?

A: An IEP is evidence of the agreement and compliance actions. The regulations do not specify the look of this evidence.

However, it would make sense to add any service, including ESY services, in the special education and/or related service table or simply extend the initiation or duration of relevant existing services.

An ESY service is only differentiated from other special education and related services in that it is provided at a time other than the regular school day or school calendar. What is important in terms of compliance is that this additional service need is considered during a CCC meeting.